

Standard V Program Re-approval

Institution: University of Washington Tacoma

Date: June 1, 2009

Question # 1

In a narrative of 7-10 pages, describe how your program has changed to meet the requirements of Standard V in the following areas:

- Course content
- Field experiences
- P-12 district/school partnerships
- Faculty development

In areas where no changes were necessary, briefly indicate why.

Course Content:

A departmental committee met with every faculty member teaching in the Teacher Certification Program to conduct a thorough review of course syllabi in relation to the components of Standard V. During these meetings each syllabus was examined to determine the extent that the course content addressed the established criteria for Standards 5.1 through 5.4. Based on the reviews of individual courses, the committee and faculty member identified existing opportunities that provided intern-based evidence of the programs capacity to meet criteria for each of the Standards. Where evidence was not available to support that the course content was clearly preparing interns to meet the Standard V criteria, the committee and faculty member determined changes to be made to the course content, including changes in emphasis of content.

One change crossing several courses was that faculty examined ways to place greater and/or more explicit emphasis on the alignment of subject matter content with state and national standards. Course assignments were revised so that teacher interns would have more in depth experience in making the alignment between the subject matter content and the related standards. These revised assignments were also put in place to better prepare the intern for being able to provide evidence that their students would be engaged in effective learning that addressed state and national standards.

Another change that was made to course content was to provide a more explicit connection between the content delivered in the assessment course regarding the process for making instructional decisions based on student evidence and the implementation of this process during field placements. This change was made in direct response to a recommendation from the TCP Professional Education Advisory Board. To accomplish this change, it was determined that faculty teaching the assessment courses will meet with interns during their first quarter of the program to explain the requirements of the Positive Impact (see attached) assignment that will be carried out during the student teaching experience.

It was determined that differentiation of instruction that is responsive to cultural, developmental, and age needs would be given increased attention in each of the content

area classes. For example, unit planning assignments will include requirements to provide evidence of differentiation of instruction.

Field Experiences:

Notable changes have been made to the field experience components of the Teacher Certification Program. First, for those interns in the P-8 General Education Certification and Dual Track (P-8 General Education Certification with P-12 Special Education Endorsement) options of the Teacher Certification Program will complete a newly designed September Experience. Assignments have been created to accompany the field experience that will require the intern to focus on the methods used by the Cooperating Teacher which directly address the features of Standard V such as 5.1: Knowledge of Subject Matter and Curriculum Goals and 5.2: Knowledge of Teaching. In addition, interns will be required to investigate and report back on features of their field placements such as demographics of the classroom and school, features of the classroom community, and pathways for communication with family and communities in order to more directly address Standard 5.3: Knowledge of Learners and their Development. Interns also will be required to attend beginning of the year building/department level meetings to increase their knowledge of Standard 5.4: Understanding of Teaching as a Profession. Where possible, districts have invited the interns to attend district level trainings for first year teachers.

P-12 district/school partnerships:

The field placement coordinator has worked with cooperating teachers, principals, and district administrators to develop and enhance collaborative partnerships between the university and the schools. This coordinator has worked with cooperating teachers and district level personnel to create awareness and understanding of the criteria for standard V and the reforms associated with them. Specifically, the placement coordinator follows a process for meeting with our placement partners and providing them with a description of the requirements to be carried out by the intern, including the collection of intern and student based evidence. At this time, the partners give input on the type of student based evidence that would be appropriate within their classrooms and schools.

We also have planned to better coordinate the efforts of our cooperating teachers with those of our field supervisors to support teacher interns in planning and implementing unit lessons based on assessed student needs. University field supervisors will work with the cooperating teachers to present collaborative guidance/feedback to the teacher intern as the intern develops methods of assessing student learning, graphic presentations or descriptive analysis to present evidence of student learning, and a process for the collection of evidence of student voice. As these assignments are carried out, our field supervisors will seek out information on the processes used by our P-12 partners as they collect and use student based evidence within their classroom settings. These assignments utilized in the field setting will be reviewed and updated for linkages with Standard V on an annual basis to provide exemplars for future use.

Another step for involving our P-12 partners in meeting Standard V has been to network with our current students (i.e., certificated teachers) in the UWT Masters of Education program. The overwhelming majority of these graduate students are employed teachers in the South Sound region. To get their input, we sent out a request to collect exemplars of student based evidence of Standards 5.1, 5.2., and 5.3. as found in their own classrooms.

These examples from local P-12 settings will be used to assist faculty and field supervisors in assisting our teacher interns in the design and collection of student based evidence.

Faculty Development:

The faculty person who is leader of field supervisors will work with all faculty in the field to review Standard V and to verify that there is a clear understanding of the expectations of field supervisors, cooperating teachers and the teacher interns. An in-service is planned for autumn quarter to review the standard's criteria, and discuss exemplars of teacher-based evidence and student-based evidence. Model portfolios from 2009 graduates will be reviewed and assessed for examples to fit all criteria. As described above, examples of student based evidence from current teachers have also been collected. These models will be reviewed by all faculty who work directly with students in the TCP program so that they can assist students in the development of the portfolio and specific illustrations of teacher and student based evidence.